

## FACULTY ACADEMY--TUESDAY, SEPT 13, 2016

I choose "C" video –use for class...

Check Susan Kane Ted Talk on importance of silence/time to think.

Council—this week or next?

Dealing with the issue of going from small groups to large groups and having the same few extroverts talk:

1. Have students write down questions (or ask them "What surprised you?") and then hand them back to me. Then I can pare them and pick a few questions and the students will remain anonymous.
2. Tell students they have to share another student's story, not their own.

Laz made a good point about the importance of praising the students. Telling them that they exceeded my expectations.

Lauri mentioned the importance of the "minority voice" during group work and checking in with groups now and then to make sure these voices are not being drowned out.

We talked about play a lot and Sumit mentioned the idea of play as a "state of mind" not an activity. We also explored the idea of getting in our bodies more as part of play. Use body and play to get at Whitman's characters "I" and "YOU" in Song of Myself. Lauri mentioned the work she's been checking out on Brain Gem with Paul Dennison.

Dan brought up an example of human flash cards and how he could use this in his class. Kammy had a similar idea for biology. We brainstormed a bit about how this could be used in political science. Laz mentioned the idea of using 3X5 cards and putting definitions and terms and then having students match these.

Taking Role and Remembering Students' Names:

Laure mentioned the example she heard where a teacher had students draw a picture of themselves and then take a selfie with this picture and then email it to her. She then printed this out and put them by her roll sheet to remember the students' names. I mentioned getting students to put their photos in Canvas and Dan mentioned giving them extra credit for this.

--Grading in Canvas

Sumita mentioned the idea of taking a story or post that is really good and putting it into a generic module in canvas (could call it Student Work) and then using these in class. Need to check with students' permission first and then use these to elicit free writes, discussion, or other activities (Inquiry-based learning?). Put on screen or xerox for next class.

Instead of grading all assignments in Canvas, post a few interesting stories or insights and then use these to continue discussion. Show them on screen for next class.

For WW Song of Myself, find themes for council/experiential-type work in class. These could be used as free-writes, in council, as inquiry-based learning, etc. but this is a way into their inner lives. Elicit personal stories with these themes as a way to bridge students' inner lives with course content—Whitman's "democratic self."

Examples: **Section 14—theme of silence/solitude.** Relate this to going in and out of public space and the need for silence to reflect before acting. Could also relate to Thoreau book on Democratic Withdrawal.

**Section 15—Common people catalogues.** Have students create their own catalogues. Basically use the question off Section 15 in WhitmanWeb as a free-write

**Section 18—failure.** Free write. When have you failed at something? Relate to forgiveness and the Civil War. Lincoln and the south.

The theme of DEATH in many of his writings—relate to students' own lives. Free write: tell a story about someone you know who died. Relate to politics/human nature (Tinder). Also relate to death penalty/capital punishment.

Keep working on this list and use this for next semester...